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ABSTRACT

This manual on development of transition planning programs/services for high school youth with disabilities and their families is based on the premises that both youth and family members need to be actively involved in every step of the transition planning process, that empowered families can access necessary transition and adult services needed for adult community participation, and that transition planning should be student-centered and family-focused. The framework of the BUILDING project ensures that transition requirements of the Individuals with Disabilities Education Act are fully implemented. The BUILDING project provides the following services to each family: individualized assistance in formulating transition plans in the areas of employment, postsecondary training, residential options, recreation/leisure, income support, transportation, medical services, insurance, and advocacy/self-advocacy; assistance to ensure that transition goals become part of the Individualized Education Plan; assistance in future planning; information services; support groups; training; and case coordination. The manual outlines roles and responsibilities of key personnel, project evaluation methods, project dissemination activities, and project replication strategies. Appendixes provide project materials, including checklist, survey and evaluation forms; lists of resource organizations; and summaries of transition-related legislation. (JDD)

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After High School ... ? BUILDING on Today for Tomorrow

Designing and Implementing a Community-Based, Family-Centered Transition Planning Project

...

a manual for professionals, parents, and youth with disabilities

Published by:

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

What families say about the BUILDING Project ...

"The BUILDING Project has been helpful because of the circumference of the resources it's been able to provide."

—Helen Lewis,
Parent

"Your people really do their homework and also they look out for us ... I am very happy that they are a part of our family now."

—Anonymous,
Parent survey response

"I enjoy working with the staff. They do a wonderful job."

—Ms. Atkins,
Parent

"The BUILDING Project has helped me feel more comfortable about my special needs."

—Joe Martinez,
Student

"There was so much I didn't know, now, thanks to the BUILDING Project, I am directed to any and every service to help my daughter."

—Toria Cain,
Parent

"I enjoyed working with Joyce and Tammy."

—Anonymous,
Student survey response

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1. Introduction to Manual

This manual is intended to provide specific information about the development of transition planning programs/services for high school youth and their families in the communities where they live. This model is based on the premise that both youth and family members need to be *actively involved in every step* of the transition planning process; that empowered families can access necessary transition and adult services needed for adult community participation after high school. The model also provides a framework for ensuring that requirements of the new mandate for transition under IDEA (the Individuals with Disabilities Education Act) are fully implemented and that transition planning is student-centered and family-focused, as required (see Appendix C).

This model is intended for use by *all* school personnel (special education, regular education, vocational education, etc.) who assist students with disabilities in *planning and preparing* for adult independent living beyond high school. As a framework for successful consumer/parent/professional collaboration and team-building during the transition planning process, this model can be adapted for use by: parent/consumer organizations, vocational rehabilitation/adult service providers, members of local/state Transition Planning Councils, and other public/private agencies.

The BUILDING Project has demonstrated that:

- *Youth and families can work independently to initiate and implement transition planning.* This manual contains useful information, materials, resources, and strategies to help families initiate and implement transition planning.

- *Family-centered, community-based transition planning is empowering for families.* Included are procedures that enable youth and families to: identify and access necessary transition services; form youth/parent/professional collaborations and formal/informal networks; develop and implement transition plans based on the expressed needs and preferences of the youth.

- With or without professional helpers, *families will become proactive in ensuring successful postsecondary outcomes* by implementing the activities of the model developed in the BUILDING Project.

2. Rationale and Project Overview

Since the early 1980s the transition needs of students with disabilities have been targeted as a top priority by federal initiatives of the U.S. Department of Education, Office of Special Education and Rehabilitative Services. The Science Research Institute's (SRI) National Longitudinal Study (1992) has reported that only two-thirds of the students with disabilities followed in this study were employed after graduation.

Another nationally recognized need addressed by the BUILDING Project model is the need for transition services among minority and underserved populations. Minority youth and their families deserve special

attention because they face unusual obstacles in their quest for information and services, according to many studies, reports, and publications.

The evolution of a family-centered, community-based service delivery approach is the logical evolution from the consumer support models that have been developing throughout the last two decades, *i.e.* the formulation of Parent Information and Training Centers, Community Centers for Independent Living, Family Support Networks, People First Self-Advocacy Groups, etc. A. Thomas Bellamy, in "National Clearinghouse on Post-Secondary Education" (Heath, 1986), prophesied that "... successful use of family and community resources will play an important role in determining post-school success for many students."

Meeting the youth with disabilities' need for mentoring and positive role models is also facilitated by the staffing characteristics of the BUILDING Project model. In "No More Stares" (1982), Carrillo, Corbett, and Lewis said that "disabled children grow up without knowing adults with disabilities ... the child's basic self-image is incomplete ..." With the implementation of the mandates under the Americans with Disabilities Act (see Appendix C), more people with disabilities will be visible in the community as a result of increased and improved opportunities for community access. The BUILDING Project has demonstrated that adults with disabilities who are successfully meeting the challenges of full community participation are the best teachers for young adults with disabilities. Using a joint consumer/parent mentor approach, pairing parents of children with disabilities and adults with disabilities to provide direct services to transitioning youth and their families, has proven highly effective.

3. Project Goals

As a Family Networking Transitioning Project (OSERS, 84.158S), the model developed in the BUILDING Project has the following goals:

- To assist families in developing Individualized Transition Plans to be implemented by the school and other adult service providers, as needed, in compliance with the new transition mandate in IDEA (see Appendix C);
- To identify informal, as well as formal, approaches to accessing services during and after the transition from high school to the adult community;
- To assist families in developing formal, as well as informal, networks of support during, and after, the transition from high school to the adult community;
- To assist the youth and family members to develop skills for advocacy and self-advocacy;
- To empower youth and families to access needed supports and services during, and after, the transition from high school to the adult community.

4. Project Activities

To meet the project goals, BUILDING staff provides the following ongoing services to each family from the time of the family's recruitment into the project:

- Individualized assistance in formulating transition plans in each of the following *domain areas,* as appropriate, based on the *expressed needs and preferences* of the transitioning youth and his/her family:

- Employment
- Postsecondary training/education
- Residential options
- Recreation/leisure
- Income support
- Transportation
- Medical services
- Insurance
- Advocacy/self-advocacy

- Individualized assistance to ensure that the youth's transition goals become part of the Individualized Education Plan, in conformance with the IDEA mandate (CFR 300.18, 300.344(c), 300.346(b), 300.347 (see Appendix C).

- Individualized assistance in future planning and formulating long-term goals;

- Basic information, referral, and linkage on an ongoing basis, as needed;

- Support groups for project youth and adult family members;

- Training and educational activities for project youth and their families;

- Follow-along and case coordination.

5. Participant Population

- *A large metropolitan area can be served through the design and resources of the BUILDING Project model.* The model acknowledges that service delivery is very difficult in a large urban setting. Furthermore, because of a large minority resident population, aggressive outreach strategies to identify and serve minority, low-income families, traditionally underserved in large urban areas, is the primary focus of participant recruitment activities.

- *Only two criteria for participant selection are imposed:* families must live in the city and the youth must already be identified as eligible to receive special education in high school programs. No attempt is made to screen out participants based on: the disability, the severity of the disability, the educational placement, nor the high school attended. Thus, youth have a wide variety of disabilities and attend a large number of different high schools. Youth are served in a variety of settings ranging from instruction in the regular classroom with limited supports, to placement in a private, segregated special education school. The BUILDING Project has demonstrated that the family-centered, community-based transition planning model is effective in serving all youth with disabilities regardless of their differences and unique characteristics as described above.

- *Active participation by an adult family member, or adult interested in helping the child prepare for the future, is required for every project activity.* Likewise, youth are fully and actively included in all project activities. To participate in support group, social and training activities, the youth and family members are required to travel outside their home or community. However, participation in these activities is not required to receive services in the project.

- *Multiple children in the same family can be served simultaneously.* Since participation by siblings and other concerned family members is encouraged, siblings are encouraged to support each other's transition planning activities, if all agree. Separate appointments for transition planning activities are arranged to meet the needs and preferences of each youth, in consideration of the availability of the adult participating family member.

When families are temporarily or permanently unavailable to receive staff assistance, as outlined in the Replication Strategy (Section 10), interim or alternative strategies are used to maintain contact and to promote continued awareness and empowerment for accessing transition services.

All participants for the BUILDING Project were recruited through either parent self-referral, or through outreach efforts directed toward students. (See also Section 6, Unique Project Characteristics.)

In the BUILDING Project, each team (comprised of two people, a person with a disability and a parent of a child with a disability) serves 30 participating youths and their families. Each team member works half-time, equivalent to 84 hours per month. Therefore, six Family Resource Workers can provide ongoing services to 90 families.

6. Unique Project Characteristics

- *Families are involved in every step of transition planning.* Meetings with BUILDING Project families are scheduled at times that both the youth and a parent/adult family member are available to meet, to ensure that both youth and family input is being considered during the transition planning process, and that transition plans reflect not only the needs and preferences of the youth, but also the capacity and willingness of the family to support the transition process. In addition, empowerment strategies, including skills for advocacy and self-advocacy, are developed and reinforced during these meetings. (See also, Replication Strategy, Section 10.)

- *The staff acts as mentors and role models for both the family members and for the youth enrolled in the project.* Services are delivered through a team composed of a parent of a child with a disability and an adult with a disability. The majority of the staff is minority. A Spanish-speaking staff person provides services to families who have limited English proficiency. All staff live in Chicago communities. Because of these common bonds and firsthand knowledge in dealing with disability issues, the BUILDING Project staff is able to interact as mentors and role models for the youth and families. (See also Personnel, Section 7.)

- *Staff provides individualized transition planning assistance in family's home or community, upon request.* Frequent meetings to discuss and develop transition plans are scheduled at a time and in a location that is convenient for both the youth and participating adult family member. Family support groups are organized based on geographic proximity, *i.e.* south side and north side groups. (See also Replication Strategy, Section 10.)

- *Assistance to families is ongoing and individualized, based on the needs and preferences of the youth.* A team of Family Resource Workers (see above) is assigned to work with each family. The same team members meet with BUILDING Project families regularly, and provide ongoing support, as needed. An attempt to match family characteristics with the unique characteristics of team members is made when teams are initially assigned. Each team assists and supports approximately 30 families.

- *Families have continuous, ongoing access to information, referrals, and resources.* Staff is available by phone to answer questions or provide assistance to families, as needed. Staff initiates phone contact with families on an average of twice per month. Monthly, families are mailed information about project events, as well as information about meetings, conferences, presentations, and activities sponsored by other organizations, and deemed relevant to the needs and interests of the BUILDING Project families.

- *Case coordination and follow-up is provided to enhance the development of skills for family and self-empowerment.* Recommendations/referrals made by staff are followed up and monitored. Outcomes of these recommendations/referrals are carefully recorded on an ongoing basis. Assistance to solve problems or overcome barriers is provided, as needed. (See also Replication Strategy, Section 10 and Evaluation Methods, Section 8.)

  Ongoing phone follow-up and assistance to youth who exit high school and to their families is provided. Family meetings to provide additional mentoring or to facilitate development of empowerment strategies to overcome obstacles, are available to these families and are provided upon request.

- *Families are encouraged to participate in ongoing training for family empowerment through the sponsoring organization, Family Resource Center on Disabilities (FRCD), BUILDING Project, and collaborating agency resources.* One of 65 federally funded Parent Training and Information Centers, FRCD provides free trainings to families of children with disabilities, including the BUILDING Project participants, on the following topics: Special Education Rights, Advocacy and Negotiation, Outreach and Publicity, Information/Referral and Linkage, Public Speaking and How to Be Assertive. Special workshops exclusively for BUILDING Project families are offered: Advocacy, Communication and Access to Service Providers; Job-Seeking Skills; Using Assistive Technology in the Workplace; Future Planning. A community resource fair that brought together more than 35 providers of transition services was co-sponsored by the BUILDING Project and the local vocational rehabilitation office. In addition, families are invited to participate in workshops related to adult and postsecondary issues sponsored by the local Center for Independent Living, Department of Rehabilitation Services, State Board of Education, and Transition Planning Councils. (See also Replication Strategy, Section 10.)

- *Families are provided opportunities to build informal networks.* All project participants receive a copy of the *BUILDING Project Resource Directory,* which provides information about families that indicate a desire to network with other families in the project. Families are encouraged to invite extended family members, friends and neighbors, who have an interest in the youth to participate in transition planning meetings. Through the intake process, staff collects information about individuals and organizations that have supported or provided services to the youth in the past, to facilitate the development of a support network. Formation of geographic support groups is supported by the BUILDING Project.

- *BUILDING Project youth and their families have the opportunity to act as mentors to other families and to provide technical assistance to professionals through dissemination activities.* The BUILDING Project actively seeks opportunities to disseminate the project model at local, state, and national conferences for parents and their professional helpers. Different participating families are invited to participate in each presentation. (See Dissemination, Section 9.)

- *Families are recruited through direct outreach to youth.* Staff informally meets and recruits prospective project youth participants by attending school/community-sponsored job and career

fairs. Youth who indicate an interest in participating are asked to fill out an application. Phone follow-up to adult family members and willingness to participate in project activities are required before the intake process is complete.

7. Key Personnel: Roles and Responsibilities

Family Resource Workers:

- Act as mentors and role models for youth and adult family members
- Conduct outreach to youth with disabilities and their families, with special emphasis on serving minority families and low-income families.
- Provide individualized assistance in formulating Individualized Transition Plans, future planning and long-term goals, based on input from both youth and family members
- Provide individualized assistance to youth and family in identifying and overcoming service barriers and developing problem-solving strategies leading to family and self-empowerment
- Provide basic information, referral and linkage on generic and specialized school- and community-based services
- Facilitate support group meetings
- Conduct workshops to develop skills for family and self-empowerment
- Conduct extended family networking meetings
- Provide case coordination and follow-along services.

Project Coordinator:

- Assists executive director in:
  - training and supervising
  - setting up advisory board
  - coordinating activities with other agencies
  - developing and refining evaluation tools
  - conducting final project evaluation
- Review and revise project materials
- Assist Family Resource Workers in meeting responsibilities as listed above
- Prepare monthly reports
- Prepare dissemination activities
- Prepare replication manual.

Executive Director:

- Hires, trains, and supervises all staff in project activities
- Supervises and assists project coordinator in all activities
- Coordinates activities with other agencies and represents organizations at service provider meetings
- Assists the staff in identifying service barriers and developing action plans for overcoming these barriers
- Reviews workscope of project on a regular basis to ensure that the project remains on track and objectives are met
- Develops and refines evaluation tools with assistance from project coordinator, staff, and project consultant.

Staff Qualifications and Recruitment:

Parents of children with disabilities and adults with disabilities who are residents of urban minority communities are encouraged to apply. A bilingual Family Resource Worker is hired to provide services to Spanish-speaking families.

Qualifications to perform the essential responsibilities of the Family Resource Worker positions include:

Family Resource Workers:

- Ability to motivate and encourage adolescents and adults
- Ability to travel independently to all communities within the targeted urban area
- Evening and weekend availability
- Ability to meet deadlines
- Dependability
- Ability to work independently
- Problem-solving ability
- Ability to self-initiate tasks
- Ability to work cooperatively with coworkers
- Good record-keeping skills
- Good oral and written communication skills
- Good organizational abilities
- Knowledge of transition/vocational/rehabilitative needs of youth and adults with disabilities.

Project Coordinator:

- Ability to supervise/train staff
- Ability to plan, organize, and finalize arrangements for all project activities
- Excellent written, oral, public speaking skills
- Excellent organization/record-keeping skills
- Good interviewing skills
- Expertise in transition/vocational/rehabilitation needs of adolescents and young adults with disabilities
- Ability to collaborate with parents and professionals
- Occasional weekend/evening availability.

Recruitment of qualified staff is accomplished through announcements to the sponsoring organization's parent training graduates, members and newsletter; minority organizations; local colleges and universities; job placement agencies/networks for people with disabilities; and the city/neighborhood newspapers' classified section.

Staff Training and Development:

Ongoing staff development/training is necessary in the following areas related to transition:

- Integration of youth with severe disabilities in regular education
- Supported employment
- IDEA (see Appendix C)

- Americans with Disabilities Act (see Appendix C)
- Rehabilitation Act of 1992 (see Appendix C)
- Carl Perkins Act (see Appendix C)
- Fair Housing Act and local ordinances
- Guardianship, estate planning, SSI
- Assistive technology for adolescents and adults
- Job-seeking skills
- Sexuality
- Public speaking
- Techniques for interviewing youth/adult project participants
- Intake procedures
- Writing transition plans in each domain area
- Recording and evaluating project outcomes
- Procedures for conducting evaluation activities.

Advisory Board:

The advisory board has approximately 13 representatives and is comprised of a majority of minorities, mirroring the population served by the BUILDING Project. The board should be composed of representatives from diverse cultures with affiliations/expertise in the following areas: local education agency, department of rehabilitation services, postsecondary education, adult vocational/training/job placement agency, guardianship/estate planning, employment, parent/consumer advocacy organization, social service provider, project parent participants, project youth participants (not related to parent participant, if possible), and the local independent living center. Parents and students who exit high school after receiving project services should also be invited to sit on the advisory board.

Orientation and training on the philosophy, goals, and activities of the project, as well as accompanying support materials, should be provided to all members, preferably at the first meeting.

Advisory board members provide assistance in outreach/recruitment and input/technical assistance for planning and facilitating workshops, conducting evaluation, dissemination activities, and replication strategies. The advisory board can be called upon to provide resources and assistance to the project on an ongoing basis.

Meetings of the advisory board are scheduled quarterly.

8. Project Evaluation

Methods

The evaluation plan includes tools to measure outcomes related to project objectives by:

- Recording the outcomes of recommendations and referrals made by staff to project participants to meet immediate and long-term transition needs
- Assessing participants' overall satisfaction with the project content, delivery, and relevancy while receiving services and repeated after services have been terminated
- Evaluating satisfaction with support group/workshop activities
- Documenting staff hourly contact with families on a monthly basis

- Recording family's use of generic and specialized services; informal and natural supports; ability to manage and integrate the use of multiple services through the IEP process, and other indicators; family's ability to plan and implement future planning.

***Materials** (See Appendix A):*

- Family member/youth satisfaction scale (Appendix A)
- Individual transition plans (Appendix A)
- Staff progress reports to collate information at designated intervals regarding:
  - number and type of family meetings conducted
  - number of individualized transition plans completed
  - number and description of transition plans included in IEP
- Ongoing documentation of outcomes for each recommendation/referral/ITP activity in conjunction with project objectives
- Maintenance of phone logs
- Documentation of family visits.

9. Dissemination Activities

To Professionals:

Project dissemination can be accomplished in a number of ways. Dissemination that costs no more than personnel, postage, and phone expenses, include:

- *Articles about the project published in professional and generic journals and periodicals.* Some examples of these publications might include: *Exceptional Children, Exceptional Parent, WAYS Magazine, School Social Work Journal, Disability Rag, Access U.S.A.* The Transition Resource Institute (in Illinois, see Appendix B) can provide suggestions for other publications.

  In preparing an article for publication, it is important to first identify the intended audience, *i.e.* all professionals, targeted groups of professionals (educators, counselors, rehabilitation counselors, etc.), persons with disabilities, parents, etc. After identifying those publications that will reach the intended audience, procure the editorial policy or manuscript guidelines required for publication of articles submitted for consideration. Keep in mind that only articles prepared in conformity to the established requirements will be considered for publication.

- *Press releases, highlighting the important and unique characteristics of the project model, to other agencies for publication in their newsletter.* Some examples of agencies that typically publish newsletters on transition issues are: local school districts; local high schools/elementary schools (public and private); department of rehabilitation services; transition planning councils; adult service provider agencies that provide assessment, training, job placement, vocational counseling, adult workshops, etc.; Chapter I central administrative offices; universities' departments of human services, special education, vocational rehabilitation, and other related disciplines.

- *Project announcements and informational brochures to:*

  - leaders of local, state, and national professional, parent, and consumer organizations, including: Council for Exceptional Children (CEC), The Association for Persons with Severe Handicaps (TASH), Association for Retarded Citizens (ARC), etc. (Contact your state Parent Information and Training Center for comprehensive lists—see Appendix B.)
  - members of the sponsoring agency
  - persons requesting information from the sponsoring agency via telephone or mail inquiry.

- *Public presentations (panels, seminars, lectures, and workshops):*

  - local, state, and national professional, parent, and consumer conferences. "Call for Papers" information should be requested from targeted organizations, which includes format requirements and deadlines for submission.
  - parents, consumers, and professionals from other public and private agencies, schools, organizations, etc. within the local/state area or outside.

  Project participants, both parents and youth, should be included as co-presenters with project staff. They offer a unique, multidimensional perspective about the value of the project model as participants and direct beneficiaries.

To Parents/Youth:

Encouraging and assisting other families in using a family-centered, community-based transition planning model, is a natural dissemination activity for parents and youth. Parents and youth can:

- participate in parent-to-parent training workshops on how to reach other families, which are typically offered by state Parent Training and Information Centers (see Appendix B for a complete list)
- become a member of the local school council or other school parent organization that influences school policy formation and decision-making
- join a Next Steps Training Team. The Parent Training and Information Center (PEATC) in Alexandria, Virginia (see PTI list, Appendix B) can provide additional information about Next Steps Training opportunities in your state.
- become a member of local transition planning councils
- become a member of committees and task forces organized by the local and state government (mayors'/governors' planning councils), education, rehabilitation, and mental health agencies
- organize or join an advocacy or self-advocacy group comprised of parents/youth to: influence legislative policymaking regarding transition needs and services; provide mutual support and assistance; and/or network. (Contact the Family Resource Center on Disabilities to obtain *"How to Organize a Parent/Advocacy Group and Move Bureaucracies."*)

10. Replication Strategies

Scope, Sequence, Timelines for Project Activities

Months 0–6:

- Hire and train project staff using methods outlined in Personnel section
- Recruit project participants:
  - Send press releases for publication in targeted community newspapers and for broadcast on community bulletin boards and public service announcements by local radio and television stations; newsletters published by social service agencies, local high schools (both student and parent publications), the school district, rehabilitation agencies, parent/consumer/professional advocacy and support groups.
  - Send brochures and announcements to high school principals, counselors, chairpersons of school councils, parent/consumer groups and organizations; the sponsoring agency's members (see Sample Recruitment Letters, Appendix A). On brochures, include a tear-off portion to follow up with those interested in receiving additional information. Follow up each appropriate request by phone (Outreach Contact Log, Appendix A) to motivate interest, answer questions, make arrangements to send a speaker or intake participants.
  - Make presentations to professional/parent/consumer audiences in local high schools, community and disability service organizations and agencies, and other organizations that serve families of high school youth with disabilities.
  - Provide direct recruitment to prospective participants who contact sponsoring agency for information.
  - Send representatives to recruit youth and families at resource/job/career fairs sponsored by schools or community groups (see Section 6, Unique Project Characteristics for complete explanation of this method).
- Organize advisory board (see Section 7).

Months 7–12:

- *Advisory board meets quarterly to provide support and resources for project* (see Function, Section 7).
- *Teams meet with families to provide direct, individualized transition planning assistance,* at times and in locations that are conducive to youth and family member participation:
  - Initial (intake) meeting—2 hours
    - Background information about the youth and family, including demographics, past/existing use of resources, and formal/informal supports is collected and recorded on the Intake Summary Sheet (see Appendix A).

- The youth and family discuss a personal vision for the future in each of the major transition areas (see Intake Summary Sheet, Appendix A).

- Family Resource Workers discuss services provided in the project and overview basic elements and need for transition planning. The relationship of the Individualized Transition Plan (ITP) to the Individualized Education Plan (IEP) is stressed.

- The Family Resource Workers explain the Checklist and Personal Transition Fact Sheet (see Appendix A). The families are directed to collect the appropriate information to complete both sheets, and are encouraged to ask for assistance by phone if barriers to accessing information are encountered. Families are asked to bring back both completed sheets for the next meeting. This activity is intended to enable families to: identify key school personnel and adult service providers that can provide transition and linkage services; obtain important and necessary records (transcripts, IEPs, vocational assessments, etc.); understand and access benefits, entitlements, and other services available to adults with disabilities; access family/consumer support and advocacy organizations.

  Families are asked to provide copies of recent IEPs, vocational and other assessments, and other pertinent documents as resources to be maintained in the Master File. To empower families to gather necessary documents, staff provides information about appropriate procedures to follow. Families can also sign "Authorization for Release of Information" forms to enable staff to procure additional documents, if necessary.

Follow-up meetings with families—one hour, scheduled approximately once per month. The purpose of follow-up meetings is to develop transition plans in each domain area, as appropriate, based on the expressed needs and preferences of the youth. Development of Individualized Transition Plans (see samples in Appendix A) is collaborative using input from family members and youth, with the staff providing recommendations as requested.

Youth and families plan the topics for each meeting. The following format for follow-up meetings is maintained:

- Staff reviews latest finalized transition plans (developed at a previous meeting and typed by the project secretary) and gives the family a copy.
- Staff follows up on prior recommendations/referrals/transition planning activities that have been suggested. Outcomes are recorded or assistance for overcoming barriers is provided when successful outcomes have not been achieved.
- Staff and families collaborate to develop the next transition plan in a mutually agreed upon domain area.
- At the end of the meeting, activities for the next meeting are discussed and the meeting is scheduled, if possible. Families are reminded of upcoming activities occurring before the next scheduled meeting.
- Families and staff agree upon the assignments that youth and families will complete before the next meeting. Families are encouraged to draft

transition plans independently, and to bring these for review at the next meeting.

- Staff prepares families for IEP meetings where transition services are discussed (see IDEA, Appendix C).
- Staff will accompany families to school meetings after the adult family member (and youth, if appropriate), attend a basic Special Education Rights Training. The state PTI (see Appendix B) may provide this training, or can refer families to other organizations or resources. The training and accompanying materials provide families with information and skills for advocacy and self-advocacy. After families have acquired the essential tools to become effective advocates, the staff works in a *support* role, to provide assistance to families at school meetings. Staff support enables families and vouth to develop confidence in performing the advocate role.
- Staff is available to accompany families on site visits to other transition service providers.
- Staff facilitates linkage to special opportunities. Because of interaction with other agencies, the staff keeps apprised of unique opportunities for which project participants might be eligible. Close contact with families enables staff to match individual families, as appropriate.

- *Monthly mailings* are sent to each family. Included in the packet is information about project activities (support groups, workshops), events planned by the sponsoring agency, and other local agencies. Occasionally, information on topics of importance to transitioning youth and families is also provided.

- Teams initiate *telephone contact* three days before a meeting and 24 hours in advance to confirm arrangements and agenda. Written confirmation of the meeting is sent immediately after the meeting is scheduled (Meeting Confirmation Letter, Appendix A). Telephone contact is also initiated to: provide helpful information and resources; follow up on recommendations/referrals; provide support/technical assistance; and confirm participation at support groups and workshops.

- *Group activities* are scheduled on a monthly basis. To accommodate school and work schedules, Saturdays in the middle of the day are chosen. A central location for large group activities is selected initially. When the groups begin to form informal support networks, small splinter groups are established in targeted geographic areas (direction, county, school district, local school boundary, etc.) or other criteria (mutual interest, concerns, ages, or disabilities), based on the expressed needs and interests of the group.

  - *Support groups* focus on meeting the affective needs of youth and family members and on building and enhancing natural and informal supports. Themes for discussion that have relevance for youth and for family members are selected. Two subgroups for discussion are formed: one for transitioning youth and the other for participating family members.

    The youth discussion group is facilitated by adults with disabilities, while the family member group is facilitated by parents of children with disabilities—to provide additional mentoring opportunities. Group facilitators monitor group structure and maintenance functions including:

- accessibility and comfort of meeting location
- starting and finishing times
- establishing rules to enhance openness, and also ensure confidentiality
- assigning leaders and managing group process
- budgeting time
- mediating disputes
- summarizing group discussions
- giving feedback and support during group discussions
- encouraging and facilitating networking among families.

- Support groups can be alternated with *training and education workshops,* or *social events* including:

  - *Advocacy, communication, and accessibility to service providers.* Participants are trained to maintain a telephone log; to develop an action plan for overcoming obstacles (in Appendix A); and are given directories of local and state educational and public agencies providing transition services (see suggestions for identifying local/state resources in Appendix B).

  - *Job-seeking skills* including: networking strategies; résumé building/writing; preparing for an interview; and role-playing an interview.

  - *Assistive technology in the workplace* including: hands-on demonstration and explanation for employment accommodations and adaptations, facilitated by a collaborating agency.

  - *Community resource fair* sponsored with collaborating agencies, including: inviting participants from local high school district departments of special education and vocational education, vocational high schools, community colleges, universities, social service agencies, public agencies, adult service providers, agencies and private firms providing legal assistance, parent/consumer advocacy agencies, assistive technology providers, independent living centers, etc. Group presentations, refreshments, and evaluation procedures are also planned.

  - *Social opportunities* include: gym day at the local YMCA; summer picnic; guided and unguided trips to local places of interest; major league baseball game (tickets donated by players' charitable organization); holiday parties, etc. Some social events cannot be accommodated on Saturday and are scheduled for school holiday vacations, summer break, or evenings during daylight savings time.

- *Outside conferences* include: conferences/workshops sponsored by other agencies where families are invited as guests of the project.

Occasionally, organizations that wish to actively recruit family participants will enlist help from the project because of the direct family service model. These opportunities are usually made available at no cost to the project. The project covers lunch and transportation costs, as necessary.

- Evaluation activities are ongoing. Staff continually follows up to assess outcomes, which are recorded on the completed ITP forms in the spaces labeled "Date initiated," "Date completed"; on a summary sheet where recommendations/referrals are logged; and by carefully logging telephone contact. All records are kept in a Master Family File that is maintained in the office.

  - Evaluations after each support group meeting and training/education workshop are completed by participants (see sample, Appendix A, Project Materials).

  - A consumer satisfaction scale (Parent/Youth Survey, Appendix A) is completed by youth and family members twice: after the first six months in the project, and again when the family exits the project. To ensure return, families are asked to fill out the surveys during a meeting. To preserve confidentiality, and to encourage families to respond openly, staff remains apart during the completion, but can be called upon, as needed, to answer any questions. Upon completion the families are provided a stamped, addressed envelope in which the surveys are sealed. The family chooses to either mail the envelope themselves, or to return the envelope to the staff for mailing back to the project coordinator.

Year Two of the Project:

- Activities for dissemination (see Section 9)
- Recruitment of new participants, as appropriate
- Continuation of project activities begun in the first year
- Compilation of a Family Resource Directory that includes the names of project participants who have agreed to be included (optional)
- Development of a replication/training manual (optional).

Minimum Standards for Replication

Successful replication of this model hinges on maintenance of the following standards (suggestions for options that can support these practices are included in the following section):

- *Personnel:* Staff who are family members of children with disabilities and adults with disabilities should be recruited. Recruiting "near-peers," students with disabilities who have recently graduated from high school and are in postsecondary training/education or are employed should also be considered.

- *Ongoing Individualized Transition Planning assistance:* Since transition planning is a dynamic process, and planning for transition occurs over the high school years, staff needs to be available to provide ongoing information, referral, resources, guidance, and support. This is best accomplished through:

  - frequent and regular meetings with families, where bonds can develop, thus encouraging the mentoring process
  - phone availability to families, as needed.

- *Community-based service delivery:* For families whose mobility is restricted by personal barriers, services delivered to the home or in a nearby community location are essential. If families' homes are not accessible to staff with physical disabilities, or if the family prefers not to meet in the home,

accessible public meeting places in nearby community locations should be arranged, *i.e.* libraries, park district field houses, YMCAs, community centers, offices of local politicians, fast-food restaurants, schools, etc. Families are encouraged to participate in the selection of a location, and to make the necessary arrangements, when appropriate.

For some families, changing the location of meetings, or helping them to devise strategies to remove barriers to allow meeting at increasingly more distant locations, can provide opportunities for integration and independence in the community, a desirable postsecondary outcome for transitioning youth. The number of options to families increases as families are empowered to travel farther to seek and access necessary services.

- *Activities involving participation of both the youth and the adult family member:* The IDEA mandate for transition recognizes that planning must be based on the needs and preferences of the youth, and that family members are necessary to assist and support the youth in reaching desired postsecondary outcomes. At meetings, youth and adult family members are encouraged to:

  - express individual dreams, visions, fears, anxieties
  - resolve conflicts
  - develop transition goals and objectives toward which both are willing to work. Family participants and youth determine and commit to completing activities intended to meet the desired objectives, thus enhancing active participation (see ITP, Appendix A)
  - develop skills for empowerment by attending trainings together
  - form networks and friendships
  - facilitate youth as the primary decisionmaker, with adult family members learning to support rather than take over this process.

- *Staff work schedule that includes weekend and evening availability:* Because of school and work schedules, families are usually available to meet in the evening and on weekends. Meetings are scheduled at mutually convenient times to ensure full family participation.

- *Collaboration with other service providers:* By mandate, transition involves the cooperation of many agencies to expand the individual's opportunities and to provide seamless service delivery. This model fosters agency collaboration on behalf of and for the benefit of the individual and the family. Collaboration is not used solely to benefit the organization or for professional advancement or notoriety.

  - The composition of the advisory board enhances opportunities for collaboration and cooperation in working toward project goals.
  - Membership on transition planning councils is an excellent way to keep abreast of other community opportunities that facilitate collaboration, or for acquiring additional resources.
  - Recruiting project participants to work on committees and task forces sponsored by other agencies is a very important way of collaborating.

- *Opportunities for informal networking and group activities:* Bonding to peers for support during the transition years positively impacts families. The transition years can be emotionally taxing as families cope with the loss of childhood and educational services, and face the uncertainties of the future. Parents are faced with the reality of their own mortality. Developing a network of friends and helpers can be sustaining.

Options to Support Replication

- *Personnel:* If staff meeting the unique characteristics of the model cannot be hired, it is important to recruit parent volunteers and interns from nearby colleges and universities, or former students with disabilities who live in the community, to provide mentoring as described in the model. Volunteers and interns should be involved in all staff development and planning activities. Stipends may need to be offered to ensure continuity and participation.

- *Ongoing individualized assistance:* The preliminary intake information, and some of the information-gathering that occurs at family meetings as described in the model, can be accomplished by having families complete questionnaires either independently, or over the phone.

  Reducing manpower hours may have to be considered with budget constraints and when using volunteers. Facilitating group transition planning meetings for two to four families that live in proximity to one another should also be encouraged to meet this standard. Group meetings promote informal networking among families.

- *Community-based service delivery:* Teams may also consider setting regular hours in central community locations on a rotating basis (weekly, bimonthly, monthly), depending on the scope of the project, to ensure proximity to all families served in the area, and to provide families with continued, frequent access to staff. Alternate arrangements should be made for families that cannot accommodate the established schedule, to ensure continued, frequent personal contact with all of the families served.

- *Youth and adult family members participate in every meeting/activity:* To facilitate open communication with staff or among peers, simultaneous meetings/activities facilitated by mentors in separate, nearby locations might be arranged, when appropriate. Preparation time before the meeting, and sharing time after the meeting, with staff, youth and adult family members involved, should always be set aside to continue to enhance the teamwork model.

- *Inflexible staff schedules:* In matching staff to families, scheduling compatibility may be the primary criteria, *i.e.* families choose a day/time for meetings and the staff scheduled for that time is assigned to the case. Since building a relationship with families is paramount, it is important that both staff and families can commit to the schedule over a long period of time, and that contingency plans to continue services are made if problems arise. Shifting families from mentor to mentor to accommodate scheduling needs would not be recommended.

- *Collaboration:* Collaborating agencies, ideally, could coordinate and share resources, staff, and responsibilities to implement the model.

  Representatives from other agencies can be invited to provide technical assistance at group transition planning meetings (see above) or to conduct workshops or participate in resource fairs sponsored by the project.

Barriers to Implementing Model – and Solutions

- *Motivating students to actively participate in meetings:* To maintain student focus on the task, staff:

- speaks directly to the student the majority of the time, actively elicits input, and waits for student responses or probes for more detailed responses
- begins meetings by talking about matters of interest to the student
- allows the student to fill out forms used in the project for documentation of the meeting
- sets ground rules for conduct (if student engages in unruly behavior) using breaks, refreshments, redirection, etc. as behavior management tools
- calls students between meetings just to talk or to follow up on an assignment
- breaks down tasks into small, manageable units tailored to the individual's capabilities
- chooses meeting places that will provide a minimum of distractions, but in which the student will feel comfortable. For some families, meetings turn into "outings" at favorite restaurants, parks, recreational facilities, etc.

- *Sustaining long-term interest in transition planning:* Planning for the future can be complicated for youth with disabilities. Coordinating services and navigating several systems simultaneously is difficult and time consuming. Families sometimes are unaware of the effort involved in facilitating the planning and linkage process. Identifying resources and making decisions can be burdensome. For this reason, families burn out. Sometimes a family's circumstances change dramatically and availability is temporarily suspended. Staff treats these circumstances as a temporary condition by:

  - completing Inactive Family Service Reports (see Appendix A) to plan alternate ways to serve families
  - maintaining phone contact with case coordination and follow-along
  - sending monthly project mailings and other useful materials, as needed
  - encouraging families to contact other families using the *Resource Directory*
  - sharing audio/video tapes of workshops, trainings, etc.
  - holding meetings via conference call, if practical
  - making initial contact with service providers to facilitate linkage for family
  - relaxing the "formal" agenda for meetings, with discussion focusing on immediate needs.

  In most instances, removing the immediate barriers will have long-term implications for transition planning.

  Using these methods the staff manages to continue to provide services to families undergoing serious upheavals, including: debilitating illness and convalescence, long hospitalizations, changes in guardianship, runaways, pregnancies, death, homelessness, removal from school, incarceration.

- *Embarrassment is manifested in different ways:*

  - families may not want to invite staff to their homes
  - youth may feel "stigmatized" because of their disability
  - youth may not want friends to see them in public talking to staff, especially staff with obvious disabilities
  - parental feelings of guilt
  - setting low expectations.

  This barrier is overcome by:

  - staff's unique capacity to share personal experiences

- treating youth and parents with respect—never using condescending terms like "mom" or "dear," etc.
- remembering birthdays and special occasions
- maintaining a businesslike decorum in public
- involving the youth and families in planning all aspects of meetings
- assuming the role of assistant rather than custodian at meetings
- being available, dependable, and punctual
- building trust by always working in the best interest of the family.

- *Failure to keep scheduled appointments:*

  - sending written meeting confirmations
  - making three-day and 24-hour reminder phone calls
  - providing calendars in the Resource Directory as a planning tool
  - (for families that habitually cancel appointments) offering three available dates/times for meeting, from which the family may choose, but limiting availability for rescheduling after initial selection is made. This last method is implemented to empower families to make a commitment and to prioritize transition planning. Sometimes, if staff is "too available" or flexible, families may not value the relationship, understand the need to meet, and the importance of transition planning. Creating a need, by putting restrictions on availability, can minimize this problem.
  - scheduling meetings to dovetail with other planned family activities.

- *Low attendance at group meetings:* Based on the responses to the surveys, families report that schedule conflicts and transportation are the two major barriers to attending group meetings. Supplemental activities to help families get acquainted with other project families on a more personal level, or to make group meetings more convenient for families, include:

  - group transition meetings (see description in Options section)
  - scheduling adult groups apart from youth groups to accommodate times and locations that meet the discrete scheduling needs of each group. In educational settings, support groups might be scheduled for before/after school, or during lunch, counseling, study periods. For parents who work or have weekday availability, groups might be scheduled at central locations during the lunch hour. These groups can be facilitated at multiple sites.
  - facilitating telephone trees and car pools to encourage families to make arrangements to attend meetings with and through a participants' network
  - working with school parent organizations to schedule and publicize meetings.

11. Summary of Project Effectiveness

The BUILDING Project provides family-centered, community-based transition planning assistance to over 100 families living throughout a large urban area. The youth attend over 30 different high schools, and represent all disability categories, predominantly from minority and low-income households. Over 90% of the respondents to the Parent/Student Surveys (see Appendix A) rated the project services as good and were satisfied with the way the services were delivered.

The majority of parent respondents reported that, as a result of project services, *they have talked or written letters to:* school counselors, special education coordinators, school principals, Department of Rehabilitation Services, and the Social Security Administration. For the same question, the majority of students have contacted the school counselor. In addition, approximately one-third of the students reported

contacting the special education coordinator, Department of Rehabilitation Services, school principal, and Social Security Administration.

The majority of parent respondents indicated that the staff helped them *receive* the following *transition services:* transition goals added to the IEP, SSI (Supplemental Security Income) for their child, Department of Rehabilitation Services eligibility intake, and career planning. Approximately one-third of the student respondents reported receiving SSI and having transition goals added to the IEP.

In December of 1992, the BUILDING Project was awarded the status of an exemplary project for parent-professional collaboration through the North Central Regional Information Exchange (Center for Community Integration, University of Minnesota).

Appendix A

—

Project Materials for Replication

Sample Recruitment Letter 1

[Date]

Dear Parent:

As a parent of a child with Special Education needs, have you ever asked yourself any of the following questions?

- Where can I go for help after my child leaves high school?
- Where can my special ed. child get additional training after high school?
- Are there any college programs for my child with special needs?
- Will my child be able to get a job?
- How can my child participate in activities within the community?

We help families find answers to these questions!

Through our [name of project] Project, families receive individualized assistance by trained professionals who are adults with disabilities and parents of children with disabilities. We also provide monthly support groups and workshops. We have a staff person who speaks Spanish. There is no cost for these services.

You can help your child. Call us at [area code/phone number]. Ask for [name] if you need to talk to someone in Spanish.

Build on today for **tomorrow**. Don't delay. Spaces are limited.

Sincerely,

[Name]
[Title]

[Fecha]

Estimados Padres:

¿Ud. como padre de un hijo/a con inabilidades nunca se a hecho alguna de estas preguntas?

- ¿Cuándo mi hijo/a termine la escuela secundaria donde conseguir ayuda para el/la?
- ¿Podrá mi hijo/a conseguir un empleo?
- ¿Cómo podrá mi hijo/a participar en actividades en nuestra communidad?

¡Ayudamos a families a encontrar soluciones a estas preguntas!

El Proyecto [nombre del proyecto] recibe fondos federales. Familias reciben ayuda por profesionales que también son adultos con inabilidades o padres de hijos/as con inabilidades. Empleados que hablan español, grupos de apoyo para padres que se reumen mensualmente.

Ud. puede ayudar a su hijo/a. Para major información, llame a [nombre] al [número].

Sinceramente,

[Nombre]
[Título]

Sample Recruitment Letter 2

[Date]

Dear Colleague:

Do you serve youth with disabilities in your area?

Have you ever had to answer the following questions for those youth and their families:

- What services are available for youth with disabilities after they leave high school?
- Where can these youth get additional skills training?
- Are there any suitable college programs for youth with disabilities?
- Can youth with disabilities get a job?
- How can they participate in activities within their community?

We can answer these questions.

Our [name of project] Project provides an individualized family service approach to the transition process. Services are provided to the entire family by trained professionals who are adults with disabilities and parents of children with disabilities. There is no charge for our services.

Services provided include:

- Training in advocacy, accessing services, and future planning
- Support groups for youth and their families
- Special emphasis on minority populations, including Spanish-speaking staff
- Case coordination and follow-along.

You can help the youth in your agency by:

- Letting them and their families know about the [name of project] Project
- Referring them and/or their families to the [name of project] Project (Call contact person [name/area code and phone number]).

Additional copies of the enclosed brochure are available in large quantities, upon request.
We appreciate your efforts!

Sincerely,

[Name]
[Title]

❒ *Phone* ❒ *Walk-in* ❒ *Mail* *Date:* *Intake person:*

Outreach Contact Log

Name of school/agency **Phone**

Address **Contact person/position**

Contact #1

Date_____ Made by_____ Contact person/position_____
Message:

Response:

Contact #2

Date_____ Made by_____ Contact person/position_____
Message:

Response:

Contact #3

Date_____ Made by_____ Contact person/position_____
Message:

Response:

Speaking engagements (Use additional sheets as needed)

	Date	*Time*	*Presenters*	*Topic*	*Location*
1.					
2.					
3.					

Welcome Letter

Dear [name of project] Project families:

It's a pleasure to assist your family in the [name of project] Project. Your team of specially trained resource workers can work with your family in helping to plan for your young person's life after high school! They can provide information and resources about employment, education/training programs, housing, and community opportunities that are available for young people with disabilities after they leave high school. Support groups and workshops are also offered on a monthly basis.

The [name of project] staff can also help you to prepare for school meetings and can accompany you to those meetings. To be eligible to receive these services, parents must attend a Special Education Rights Training session (flyer enclosed) and participate in individualized preparation meetings with the staff.

Since meetings with the staff are scheduled on a regular basis, it is important that you review the following information. **Please keep this letter for future reference.**

1. Meetings are always scheduled at a time and in a location that is convenient for your family. Please be sure to let the staff know what your needs are.

2. Transition is more successful with both family support and involvement. Therefore, **both** the parents/guardians and the student must attend **all** scheduled meetings.

3. We ask that you call our office and notify us immediately if you should have to change or cancel a scheduled meeting. Our number is [area code/phone number].

4. Please feel free to contact your resource workers by phone during office hours [days/hours]. If they are unavailable, please leave a message and they will return the call.

5. Parents/guardians are asked to review and sign the staff time sheet at the end of visits outside of the office.

We can better serve you if these procedures are followed. Please don't hesitate to contact me for any reason.

Sincerely,

[Name]
[Title]

Meeting Confirmation Letter

[Date]

Dear [name]:

A meeting with [name of project] staff has been scheduled. The dates/times are indicated below. Please call one day in advance to confirm your participation. Please notify us at once if you should need to change this appointment. We look forward to meeting with you.

Sincerely,

[Name]
[Title]

Day _____

Date _____

Time _____

Staff _____

Location _____

Topic(s) to be discussed:

Intake Summary

Staff _____ Date _____

Family phone # _____ Geographic area _____

Student/youth information

Name _____ Age _____ Sex _____

Address _____ Home # _____

Date of birth _____ Race _____

Disability _____ Severity _____

High school _____ Exit date _____

Address _____ Phone # _____

Contact _____ Position _____

IEP _____ IWRP _____

ITPs (dates completed) ❒ Vocational assessment _____ ❒ Employment _____ ❒ Education/training _____ ❒ Housing _____ ❒ Recreation/leisure _____ ❒ Transportation _____ ❒ Income supports _____ ❒ Medical _____ ❒ Insurance _____ ❒ Advocacy/self-advocacy _____ ❒ Other _____

Other high schools attended:

Other educational information:

Family information—

Persons living in household

Custodial parent

Name _____

Work phone # _____

Income: ❒ Under 10K ❒ 10–20K ❒ 20–30K ❒ Over 30K

Others:

Name	*Rel.*	*Age*

Family members not living in household

Non-custodial parent (if applicable)

Name _____

Address _____

_____

Phone (day) _____

(eve.) _____

Name	*Rel.*	*Age*

Emergency information

Name _____ Rel. _____ Phone (day) _____

Best times/day available _____ (eve.) _____

Future planning *(dreams, visions)—Attach additional sheets as necessary. Use a separate sheet for each section.*

Employment	*Education*	*Housing*	*Recreational*	*Social*	*Self-improvement*	*Transportation*	*Other*

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I. Training/Vocational programs *(Current/former, i.e. secondary, postsecondary, technical, community-based, onsite, workshops, etc.)*

Name *Address* *Phone* *Contact* *Dates* *Describe*

II. Employment history *(Volunteer and paid)*

Name *Address* *Phone* *Contact* *Dates* *Describe*

Paid	*Unpaid*

III. Entitlements/Benefits *(Special instructions: Check last space if information applies to the **youth only**)*

Name *Case #* *Agency* *Address* *Contact* *Dates* *Type* *Youth*

IV. Agencies *(Current and former working with both youth and family, i.e. community, business, religious, medical, recreational, public, etc. See special instructions in **III** above)*

Name *Address* *Phone* *Contact* *Dates* *Service* *Youth*

V. Doctors/Medical professionals *(Current/former)*

Name *Address* *Phone* *Dates* *Service provided* *Affiliation*

VI. Personal contacts *(Friends, neighbors, teachers, relatives, clergy, etc. who have an understanding of youth's capabilities and needs)*

Name *Address* *Phone* *Relationship* *Date of contact*

Transition Checklist

Family name_____ **High school**_____

Staff_____ **Date**_____

1. Collect records (✔ = in master file)

   ❒ IEP

   ❒ Copy of current transcript

   ❒ Credits toward graduation

2. Student ❒ is ❒ is not eligible for vocational rehabilitation services.

3. Vocational assessment completed? ❒ Yes ❒ No

4. Job sites available: ❒ In school ❒ Community-based

5. Student ❒ does ❒ does not participate in work experience opportunities at the high school.

6. Vocational/occupational preparation programs at the high school (Please list below):

7. Family has received information about the self-advocacy support group: ❒ Yes ❒ No

8. Family has received information about other appropriate support groups? (Please list below)

9. Family has received information about guardianship? ❒ Yes ❒ No

10. Additional information/resources provided to family (Please list below):

Parent/Student Transition Fact Sheet

Fill in the spaces below with the correct information. These are important people who are responsible for helping you plan for your future. Call upon them when you need help.

Project staff names:

1. _____

2. _____

Student ID number: _____

Division number: _____ Social Security number: _____

High school:

Name _____ Phone ( ) _____

Address _____ City/state/zip _____

Principal _____

Counselor/Case manager _____ Phone ( ) _____

Special education coordinator _____ Phone ( ) _____

Vocational education coordinator _____ Phone ( ) _____

Vocational rehabilitation liaison _____ Phone ( ) _____

Job developer/Job counselor _____ Phone ( ) _____

Local vocational rehabilitation office:

Name _____ Phone ( ) _____

Address _____ City/state/zip _____

Rehabilitation counselor _____

Supervisor _____ Phone ( ) _____

Job references for youth (Do not include relatives):

Name _____ Relationship _____

Address _____ Phone ( ) _____

City/state/zip _____

Name _____ Relationship _____

Address _____ Phone ( ) _____

City/state/zip _____

Name _____ Relationship _____

Address _____ Phone ( ) _____

City/state/zip _____

Date initiated _____ *Added to IEP (date)* _____

FRW _____

Individualized Transition Plan

Student _____ Phone _____ Exit date _____

Birth date _____ School contact _____

Vocational rehabilitation counselor _____ High school _____

Disability _____

❒ Regular classes ❒ Mix (Reg./Sp. Ed.) ❒ Self-contained class ❒ Private day ❒ Residential school

Goal:	Domain:
Objective:	

Implementor	*Activities to achieve objectives*	*Start date*	*Completion date*
Parent			
Student			
School personnel			
Adult service provider			
Other			

sample

Date initiated July 16, 1991 *Added to IEP (date)* _____

FRW A.L./G.J.

Individualized Transition Plan

Student Jane Doe Phone 312/555-4444 Exit date 6/94

Birth date 7/23/73 School contact B. Stockings

Vocational rehabilitation counselor H. Penns (STEP), T. Talch (TL) High school McLaren Voc.

Disability HI/BD

❒ Regular classes ❒ Mix (Reg./Sp. Ed.) ❒ Self-contained class ❒ Private day ❒ Residential school

Goal: Jane will work as a clerk in an office. Domain: Employment

Objective: Jane will learn to keyboard.

Implementor	*Activities to achieve objectives*	*Start date*	*Completion date*
Parent Mrs. Doe	1. Talk to Business Ed./Vocational Ed./Special Ed. Coordinators about course offerings 2. Contact Jones Commercial H.S. about course offerings 3. Contact TL and STEP Co. (7/91) 4. Ask her employer about paid/unpaid job opportunities at job	7/16/91	FRW to follow up by phone 7/30/91 (all below)
Student Jane	1. Will talk to other students who have taken keyboarding 2. Will talk to typing teachers: Mr. H and Mr. A	9/5/91	
School personnel Voc. Ed Coordinator Special Ed. Coordinator, Business Ed. Coordinator	1. Provide information about course offerings to family 2. Register Jane for a keyboarding course for the Fall	9/5/91	
Adult service provider DORS STEP	1. Perform initial intake so that Jane can use DORS services 2. Provide a related work experience for second semester (2/92)	7/91 2/92	
Other Libraries, Jones Commercial H.S. Ravenswood Office for Employment Security	1. Provide info about free or low-cost typing classes 2. Provide space/equipment so Jane can practice keyboarding skills	7/91 9/91	

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Inactive Family Services Report

Family name _____ **Phone number** _____

Address _____ Staff _____

I. Case history

(List names of family members working in project and a brief description of situation/needs):

II. Contact with family

Phone

Date	*Made by*	*Message*	*Response*

Family visits

Date	*Made by*	*Activities*	*Comment*

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III. *Service barriers*

(Describe those circumstances that have prevented you from serving this family):

IV. *Future planning*

(Develop a plan for serving this family in the future)

Activity	*Date initiated*	*Outcome*

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Inactive Family Follow-up Letter

[Date]

Dear [name]:

We once again welcome you to the [name of project] Project, and are eager to meet with you and to provide assistance. However, we are having difficulty reaching you and/or setting an appointment. Please contact us to let us know of your continued interest in receiving our services. We look forward to sharing with you and your family the resources of the [name of project] Project.

Sincerely,

[Name]
[Title]

Telephone Notes

Preparation for call

Date:

Phone number _____ **Contact** _____ **Agency** _____

Reason for call: ❒ Ask questions ❒ Give information

Factors:	**Formulate question or statement**
Person responsible: Action to be taken: Deadline: Reason for action: Where action will take place: Procedures to carry out action:	

Making the call/record outcomes

	Response	**Action**	**Time line**
Date: Phone #: Contact: Agency:			
Date: Phone #: Contact: Agency:			
Date: Phone #: Contact: Agency:			

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Plan of Action

I. Problem:

❒ **System** ❒ **Individual**

II. Solutions:

III. Obstacles:

IV. Action to be taken:

A. Information to gather	**Where to go**
1. Laws	
2. Policies	
3. Procedures	
4. Research	
5. Records	

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B. Letters to write

Date written	*Who*	*What*	*When*	*Why*	*Deadline for response*	*cc:*

C. Phone calls to make

Who	*What*	*Phone number*

D. Plan for overcoming obstacles

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Parent/Student Survey

I am a ❒ family member ❒ student (check one) Date _____
Youth's disability _____

Staff _____

I learned about the project through: _____

After high school, the student wants to:
❒ Continue education/training ❒ Work ❒ Is undecided

1. If the student has already left high school, what was the reason?
   - ❒ Graduated with diploma
   - ❒ Met IEP goals
   - ❒ Dropped out (reason: _____)
   - ❒ Graduated with certificate of completion
   - ❒ Reached maximum age
   - ❒ Child's whereabouts unknown

2. Approximately how many months have you been receiving services in the project?
   ❒ 1–3 ❒ 4–6 ❒ 7–12 ❒ More than 12

Please circle your answer. Please explain any negative answers you might give.

a.	The location of your family meetings	Like	Dislike
b.	The times and days scheduled for your meetings	Like	Dislike
c.	The number of meetings you have had with the staff	Enough	Not enough Too many
d.	Did the staff help you at meetings?	Yes	No
e.	Did the staff seem prepared for the meetings?	Yes	No
f.	Did you receive useful information?	Yes	No
g.	Did you feel the staff cared about you?	Yes	No
h.	Did the staff return phone calls quickly?	Yes	No
i.	Did the staff keep all scheduled appointments?	Yes	No
j.	Was the staff on time for meetings?	Yes	No
k.	Have you **written letters or talked** to other people, agencies, schools, organizations whom the project staff has told you about?	Yes	No

If your answer was *Yes* to *k* above, please check below all those that apply.

- ❒ School counselor
- ❒ Public school administrators
- ❒ Special ed. coordinator
- ❒ Case manager
- ❒ School principal
- ❒ School vocational education department
- ❒ Other high schools
- ❒ Dept. of Rehabilitation Services (DORS)
- ❒ Social Security Administration
- ❒ Legal assistance
- ❒ Recreational service providers
- ❒ Employers
- ❒ Job placement programs
- ❒ Colleges
- ❒ Special equipment
- ❒ Support groups
- ❒ Housing providers
- ❒ Non-school counselors
- ❒ Legislators
- ❒ Medical people
- ❒ Scholarship sources
- ❒ State Board of Education
- ❒ Department of Public Aid
- ❒ Testing centers/providers
- ❒ Churches
- ❒ Conferences
- ❒ Job training programs
- ❒ Other (Please list): _____

l.	Have you **received additional services** since you've been working with the project staff?	Yes	No

If your answer was *Yes* to *l* above, please check below all those that apply.

- ❒ Vocational classes
- ❒ Academic classes
- ❒ In-school job
- ❒ Community job
- ❒ Vocational rehabilitation intake
- ❒ Vocational assessment
- ❒ SSI
- ❒ Applications/waiting list for housing
- ❒ Guardianship
- ❒ Estate planning
- ❒ Medicare
- ❒ Other medical care
- ❒ Change high school classes
- ❒ College financial aid
- ❒ Mobility training
- ❒ Counseling (outside of school)
- ❒ Recreational opportunities
- ❒ College admissions
- ❒ Transition goals in the IEP
- ❒ Driver's Education
- ❒ Driver's license
- ❒ Tutoring
- ❒ Job training outside school
- ❒ Job placement
- ❒ Career planning
- ❒ Counseling (in school)
- ❒ Change high school
- ❒ Add high school classes
- ❒ Drop high school classes
- ❒ Summer school
- ❒ Therapy (in school)
- ❒ Support groups
- ❒ Other (Please list): _____

m. Did you attend the support groups, workshops, or special events scheduled each month? Yes No

n. If not, please tell us why you couldn't attend. (Check all that apply)
❒ Schedule conflict ❒ No transportation ❒ Not interested ❒ Didn't know about it
❒ Other _____

o. If you did attend, which events were most helpful? (Check all that apply)
❒ Support group ❒ Workshops ❒ Indoor block party
❒ Other (Please list) _____

p. Would you be interested in attending workshops/ support groups in your area? Yes No

q. What topics would you like to cover during support groups/workshops?

r. What other group activities would you like us to plan?

s. Did you receive our monthly mailings? Yes No

t. Was there enough phone contact with the staff? Enough Too much Too little

Because of the help I have received in the project, I feel I have gained ...
(Check all that apply)

- ❒ Information about opportunities/services **within** the high school
- ❒ Information about opportunities/services **beyond** high school
- ❒ Self-confidence
- ❒ Friends and helpers
- ❒ Information about my rights
- ❒ Other (Please list) _____
- ❒ Better understanding of how to get services
- ❒ Communication skills
- ❒ Better understanding of my/my child's needs
- ❒ Better communication with my child/family
- ❒ Better high school services
- ❒ Linkage to necessary adult services
- ❒ Assistance at school meetings

u. Overall, the services I hace received from the project have been:
❒ Good ❒ Fair ❒ Poor

v. How can the staff better meet your needs?

Birth date (M/D/Y) _____

Project Support Group Evaluation

Directions: *In questions **1** through **7** please circle **Agree** or **Disagree** after each statement. If you disagree, please explain in the space provided under each question.*

1.	I like the location of this meeting.	Agree	Disagree
2.	The length of the meeting was good.	Agree	Disagree
3.	The time of the meeting was good.	Agree	Disagree
4.	The day of the week was good.	Agree	Disagree
5.	I liked the activities.	Agree	Disagree
6.	I like the guest speaker.	Agree	Disagree
7.	Staff did a good job.	Agree	Disagree

Please answer the following questions:

8. What I like about the meeting was:

9. What I did not like about the meeting was:

10. I ❒ will ❒ will not plan to participate in future support group meetings. (Check one)

11. I would like to make the following recommendations for future support group meetings:

Appendix B

—

Transition Resources

Transition Resources

Planning for transition services

- Under the new IDEA mandates for transition (see Appendix C), *the local high school* is responsible for providing transition services. *Contact the principal* to find out the name of the specific person responsible for transition planning.

- A *representative from the state department of rehabilitation services* should also become involved with transition planning during the high school years. Contact the local rehabilitation services office (in the community where the youth lives or where the high school is located). Talk to the supervisor about transition planning.

Other state/local resources—To obtain further information about where to call for other local/state resources, contact the state PTI center (see Parent Training and Information Centers list, this section).

- **Education/Training**
  - Special needs offices at community colleges and universities—most offer services/programs for students with disabilities.
  - State department of education, office of special education
  - State department of adult, vocational and technical education
  - Student Assistance Commission (scholarships, financial aid).

- **Employment**
  - Projects with Industry Council (PIC)—administers employment/training programs for persons with disabilities under the *Job Training and Partnership Act.* Contact your state department of commerce and consumer affairs, local chamber of commerce or municipal/county office for employment and training for information about specific programs.
  - State/local department of rehabilitation services
  - Public library for vocational/career information
  - Client Assistance Programs.

- **Housing**
  - State/county/municipal departments of housing (for subsidized housing information)
  - State department of health and human services
  - State department of mental health/developmental disabilities
  - Centers for Independent Living
  - Case coordination units
  - Federal Home Loan Bank (in your state or city): community investment programs and other housing funds programs
  - Commission on Human Relations (fair housing protections).

- **Recreation/leisure**
  - Park districts; YMCA/YWCA; Boys' and Girls' Clubs.

- **Miscellaneous**
  - Protection and Advocacy, Inc. (legal advice)
  - Guardianship and Advocacy Commission (adult guardianship)
  - Department of public aid (income supports/Medicaid)
  - Department of Transportation or Secretary of State's Office (driver's license, mobility training)
  - Voters' registration commission

National Resources

- **Employment**
  - Association for Persons in Supported Employment (APSE), 804/282-3655
  - Job Accommodation Network (JAN)—assistive technology. 800/JAN-7234
  - Job Corps, 202/219-8550
  - Job Opportunities for the Blind (JOB), 410/659-9314
  - Job Training Partnership Act, 202/219-6236
  - National Restaurant Association, Handicapped Employment Programs, 202/331-5900
  - School-to-Work Transition, 202/219-6540
  - SEPT/TA (Supported Employment Parent Training and Technical Assistance), 612/827-2966
  - U.S. Department of Labor, 202/219-6666
  - Youth Mentors Initiative, 202/219-5281.

- **Post-secondary education/training**
  - ACT (American College Training)—provides information about special testing accommodations. 319/337-1332
  - Association on Higher Education and Disability, 614/488-4972
  - Federal Student Aid Information Center, 800/433-3243
  - GED (Graduate Equivalency Diploma) Test—accommodations for persons with disabilities. 800/62-MY-GED
  - HEATH Resource Center—information, free materials on post-secondary education. 800/54-HEATH
  - SAT (Scholastic Aptitude Test)—services for students with disabilities. College Board ATP. 609/771-7600
  - National Center for Research in Vocational Education (NCRVE)—publications. 800/762-4093
  - National Library Service for the Blind & Physically Handicapped—books and equipment. 202/707-5100.

- **Housing**
  - U.S. Department of Housing and Urban Development, 202/708-1112.

- **Recreation/leisure**
  - National Handicapped Sports—information. 301/217-0960
  - National Park Service—national parks information kit. 202/208-4747
  - Paralyzed Veterans of America—wheelchair sports and recreation booklet. 202/872-1300.

- **Miscellaneous**
  - The Association for Persons with Severe Handicaps, 206/361-8870
  - Council for Exceptional Children, 703/620-3660
  - Illinois Transition Project, Transition Planning Guide with Manual and other resources. 618/453-2668
  - Institute on Community Integration—information clearinghouse. 612/624-4848
  - National Center for Youth with Disabilities—information clearinghouse. 800/333-6293
  - National Longitudinal Study, SRI International, 415/326-6200 (order #146)
  - National Transition Network—information clearinghouse. 612/626-8200
  - NICHCY (National Information Center for Children & Youth with Handicaps)—information and free materials on a range of topics, including a "Transition Summary." 800/999-5599
  - Office of Special Education & Rehabilitative Services (OSERS), 202/205-8163
  - Recruitment and Information Clearinghouse, Office of Special Education and Rehabilitation Services (OSERS), 202/205-5809
  - RESNA (National Assistive Technology Project), 202/857-1199
  - Social Security Administration—for SSI. 800/772-1213 or 800/325-0778 (TDD)
  - Transition Research Institute—publications and technical assistance for OSERS transition projects. University of Illinois, 217/333-2325
  - U.S. Department of Transportation, Office of Consumer Affairs, 202/366-2220 or 202/755-7687 (TTY).

Parent Training and Information Centers

Alabama

Special Education Action Committee, Inc.
P.O. Box 161274
Mobile, AL 36616-2274
205/478-1208 • 800/222-7322

Alaska

Alaska P.A.R.E.N.T.S. Resource Center
P.O. Box 32198
Juneau, AK 99803
907/790-2246 • 800/476-7678

Arizona

Pilot Parent Partnerships
2150 E. Highland Ave. - No. 105
Phoenix, AZ 85016
602/468-3001

Arkansas

Arkansas Disability Coalition
10002 W. Markham - Suite B7
Little Rock, AR 72205
501/221-1330

FOCUS, Inc.
2917 King St. - Suite C
Jonesboro, AR 72401
501/935-2750

California

DREDF
2212 6th St.
Berkeley, CA 94710
510/644-2555

Matrix, A Parent Network and Resource Center
P.O. Box 6541
San Rafael, CA 94903
415/499-3877

Parents Helping Parents (PHP)
535 Race St. - Suite 220
San Jose, CA 95126
408/288-5010

TASK
100 W. Cerritos Ave.
Anaheim, CA 92805-6546
714/533-TASK (8275)

Colorado

PEAK Parent Center, Inc.
6055 Lehman Dr. - Suite 101
Colorado Springs, CO 80918
719/531-9400 • 800/284-0251

Connecticut

Connecticut Parent Advocacy Center, Inc. (CPAC)
P.O. Box 579 (mailing address)
East Lyme, CT 06333
203/739-3089 • 800/445-2722

Delaware

PIC of Delaware, Inc.
700 Barksdale Rd. - Suite 6
Newark, DE 19711
302/366-0152

District of Columbia

None

Florida

Family Network on Disabilities, Inc.
1211 Tech Blvd. - Suite 105
Tampa, FL 33619-7833
813/623-4088 • 800/825-5736

Georgia

Parents Educating Parents
1851 Ram Runway - Suite 104
College Park, GA 30337
404/761-2745

Hawaii

AWARE
Learning Disabilities Association of Hawaii
200 N. Vineyard Blvd. - Suite 310
Honolulu, HI 96817
808/536-2280

Idaho

Idaho Parents UNLTD., Inc.
Parent Education and Resource Center
4696 Overland Rd. - Suite 478
Boise, ID 83704
208/342-5884

Illinois

Designs for Change
220 S. State St. - Room 1900
Chicago, IL 60604
312/922-0317

Family Resource Center on Disabilities (FRCD)
20 E. Jackson Blvd. - Room 900
Chicago, IL 60604
312/939-3513 • 800/952-4199

Indiana

Indiana Resource Center for Families with Special Needs
833 Northside Blvd.
Building #1 - rear
South Bend, IN 46617
219/234-7101 • 800/332-4433

Iowa

Iowa Exceptional Parent Center
33 N. 12th St. - P.O. Box 1151
Fort Dodge, IA 50501
515/576-5870 • 800/383-4777

Kansas

Families Together, Inc.
1023 SW Gage St.
Topeka, KS 66604
913/273-6343

Kentucky

Kentucky Special Parent Involvement Network
318 W. Kentucky St.
Louisville, KY 40203
502/589-5717 • 800/525-7746

Louisiana

Project Prompt
United Cerebral Palsy of Greater New Orleans
1500 Edwards Ave. - Suite O
Harahan, LA 70123
504/734-7736 • 800/766-7736

Maine

Special Needs Parent Information Network (SPIN)
P.O. Box 2067
Augusta, ME 04338-2067
207/582-2504 • 800/325-0220

Maryland

Parents' Place of Maryland, Inc.
7257 Parkway Dr. - Suite 210
Hanover, MD 21076
410/712-0900

Massachusetts

Federation for Children with Special Needs
95 Berkeley St. - Suite 104
Boston, MA 02116
617/482-2915 • 800/331-0688

Michigan

Citizens Alliance to Uphold Special Education (CAUSE)
313 S. Washington Sq. - Suite 040
Lansing, MI 48933
517/485-4084 • 800/221-9105

Parents Are Experts: Parents Training Parents Project
UCP of Metropolitan Detroit, Inc.
17000 W. 8 Mile Rd. - Suite 380
Southfield, MI 48075
313/557-5070

Minnesota

PACER Center, Inc.
4826 Chicago Ave. South
Minneapolis, MN 55417-1098
612/827-2966 • 800/53-PACER

Mississippi

Association of Developmental Organizations of Mississippi
332 New Market Dr.
Jackson, MS 39209
601/922-3210 • 800/231-3721

Missouri

Missouri Parents Act (MPACT)
1115 E. 65th St.
Kansas City, MO 64131
816/333-6833

Missouri Parents Act (MPACT)
625 N. Euclid - Suite 405
St. Louis, MO 63108
314/361-1660 • 800/284-6389

Missouri Parents Act (MPACT)
1722W S. Glenstone - Suite 125
Springfield, MO 65804
417/882-7434 • 800/666-7228

Montana

Parents, Let's Unite for Kids
EMC/IHS
1500 N. 30th St.
Billings, MT 59101-0298
406/657-2055

Nebraska

Nebraska Parents' Information Training Center
3610 Dodge St.
Omaha, NE 68131
402/346-0525

Nevada

NTC Parent Connection
2880 E. Flamingo - Suite A
Las Vegas, NV 89121-2922
702/735-2922 • 800/435-2448

NTC Parent Connection
139 Vassar
Reno, NV 89502
702/333-6653

New Hampshire

Parent Information Center
P.O. Box 1422
Concord, NH 03302-1422
603/224-6299 • 603/224-7005
800/232-0986

New Jersey

Statewide Parent Advocacy Network, Inc. (SPAN)
516 North Ave., East
Westfield, NJ 07090
908/654-7726 (central office)
609/646-6688 (southern office)
201/279-0212 (northern office)
800/654-7726

New Mexico

EPICS Project
P.O. Box 788
Bernalillo, NM 87004
505/867-3396 • 800/765-7320

Parents Reaching Out to Help
1127 University Blvd. NE
Albuquerque, NM 87102
505/842-9045 • 800/524-5176

New York

Advocates for Children of New York, Inc.
24-16 Bridge Plaza South
Long Island City, NY 11101
718/729-8866

Parent Network Center (PNC)
1443 Main St.
Buffalo, NY 14209
716/885-1004 • 800/724-7408

North Carolina

Exceptional Children's Assistance Center
P.O. Box 16
Davidson, NC 28036
704/892-1321 • 800/962-6817

North Dakota

Pathfinder Services of North Dakota, Inc.
Pathfinder Parent Center
Arrowhead Shopping Center
16th St. and 2nd Ave., SW
Minot, ND 58701
701/852-9426

Ohio

Child Advocacy Center
106 Wellington Pl. - lower level
Cincinnati, OH 45219
513/381-2400

Ohio Coalition for the Education of Handicapped Children
1299 Campbell Rd. - Suite B
Marion, OH 43302
614/382-5452

Training Center
933 High St. - Suite 106
Worthington, OH 43085
614/431-1307

Oklahoma

Parents Reaching Out in Oklahoma Project
1917 S. Harvard Ave.
Oklahoma City, OK 73128
405/681-9710 • 800/PL94-142

Oregon

Oregon COPE Project, Inc.
999 Locust St. - NE, Box B
Salem, OR 97303
503/373-7477

Pennsylvania

Mentor Parent Program
Route 257 - Salina Rd.
P.O. Box 718
Seneca, PA 16346
814/676-8615 • 800/447-1431

Parent Education Network
333 E. 7th Ave.
York, PA 17404
717/845-9722 • 800/522-5827

Parents Union for Public Schools
311 S. Juniper St. - Suite 602
Philadelphia, PA 19107
215/546-1166

Puerto Rico

Asociación de Padres pro Bienestar/ Niños con Impedimento de Puerto Rico, Inc.
P.O. Box 21301
Rio Piedras, PR 00928-1301
809/763-4665 • 809/765-0345

Rhode Island

Rhode Island Parent Information Network, Inc.
500 Prospect St.
Pawtucket, RI 02860
401/727-4144

South Carolina

PRO-PARENTS
2712 Middleburg Dr. - Suite 102
Columbia, SC 29204
803/779-3859 • 800/759-4776

South Dakota

South Dakota Parent Connection, Inc.
P.O. Box 84813
Sioux Falls, SD 57118-4813
605/335-8844 • 800/640-4553

Tennessee

Support and Training for Exceptional Parents (STEP)
1805 Hayes St. - Suite 100
Nashville, TN 37203
615/639-0125 • 800/280-7837

Texas

Partners Resource Network
PATH
6465 Calder Ave. - Suite 202
Beaumont, TX 77707
409/866-4726 • 800/866-4726

Utah

Utah PIC
2290 E. 4500 South - Suite 110
Salt Lake City, UT 84117
801/272-1051 • 800/468-1160

Vermont

Vermont Information and Training Network (VITN)
37 Champlain Mill
Winooski, VT 05404
802/655-4016

Virgin Islands

None

Virginia

Parent Education Advocacy Training Center (PEATC)
228 S. Pitt St. - Room 300
Alexandria, VA 22314
703/836-2953 • 800/869-6782

Washington

Washington PAVE
6316 S. 12th St.
Tacoma, WA 98465
206/565-2266 • 800/5-PARENT

STOMP
Specialized Training of Military Parents
12208 Pacific Hwy., SW
Tacoma, WA 98499
206/588-1741

West Virginia

West Virginia Parent Training and Information Project
Schroath Professional Building
2nd Floor - Suite 2-I
229 Washington Ave.
Clarksburg, WV 26301
304/624-1436

Wisconsin

Parent Education Project (PEP)
United Cerebral Palsy of Southeastern Wisconsin
230 W. Wells St. - Suite 502
Milwaukee, WI 53203
414/272-4500 • 414/272-1077
800/472-5525

Wyoming

Parent Information Center
Wyoming PIC
270 Fort St.
Buffalo, WY 82834
307/684-2277 • 800/660-WPIC

Appendix C

—

Summaries of Transition-Related Legislation

from the Individuals with Disabilities Education Act (IDEA) 34 CFR Parts 300 and 301

§ 300.18 Transition services.

(a) As used in this part, "transition services" means a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

(b) The coordinated set of activities described in paragraph (a) of this section must—

(1) Be based on the individual student's needs, taking into account the student's preferences and interests; and

(2) Include needed activities in the areas of—

(i) Instruction;

(ii) Community experiences;

(iii) The development of employment and other post-school adult living objectives; and

(iv) If appropriate, acquisition of daily living skills and functional vocational evaluation.

(Authority: 20 U.S.C. 1401(a)(19))

Note: Transition services for students with disabilities may be special education, if they are provided as specially designed instruction, or related services, if they are required to assist a student with a disability to benefit from special education. The list of activities in paragraph (b) is not intended to be exhaustive.

§ 300.344 Participants in meetings.

...

(c) *Transition services participants*

(1) If a purpose of the meeting is the consideration of transition services for a student, the public agency shall invite—

(i) The student; and
(ii) A representative of any other agency that is likely to be responsible for providing or paying for transition services.

(2) If the student does not attend, the public agency shall take other steps to ensure that the student's preferences and interests are considered; and

(3) If an agency invited to send a representative to a meeting does not do so, the public agency shall take other steps to obtain the participation of the other agency in the planning of any transition services.

(Authority: 20 U.S.C. 1401(a)(19), (a)(20); 1412(2)(B), (4), (6); 1414(a)(5))

Note 1: In deciding which teacher will participate in meetings on a child's IEP, the agency may wish to consider the following possibilities:

(a) For a child with a disability who is receiving special education, the teacher could be the child's special education teacher. If the child's disability is a speech impairment, the teacher could be the speech-language pathologist.

(b) For a child with a disability who is being considered for placement in special education, the teacher could be the child's regular teacher, or a teacher qualified to provide education in the type of program in which the child may be placed, or both.

(c) If the child is not in school or has more than one teacher, the agency may designate which teacher will participate in the meeting.

Either the teacher or the agency representative should be qualified in the area of the child's suspected disability.

For a child whose primary disability is a speech or language impairment, the evaluation personnel participating under paragraph (b)(1) of this section would normally be the speech-language pathologist.

Note 2: Under paragraph (c) of this section, the public agency is required to invite each student to participate in

his or her IEP meeting, if a purpose of the meeting is the consideration of transition services for the student. For all students who are 16 years of age or older, one of the purposes of the annual meeting will always be the planning of transition services, since transition services are a required component of the IEP for these students.

For a student younger than age 16, if transition services are initially discussed at a meeting that does not include the student, the public agency is responsible for ensuring that, before a decision about transition services for the student is made, a subsequent IEP meeting is conducted for that purpose, and the student is invited to the meeting.

§ 300.346 Content of individualized education program.

...

(b) **Transition services**

(1) The IEP for each student, beginning no later than age 16 (and at a younger age, if determined appropriate), must include a statement of the needed transition services as defined in § 300.18, including, if appropriate, a statement of each public agency's and each participating agency's responsibilities or linkages, or both, before the student leaves the school setting.

(2) If the IEP team determines that services are not needed in one or more of the areas specified in § 300.18(b)(2)(i) through (b)(2)(iii), the IEP must include a statement to that effect and the basis upon which the determination was made.

(Authority: 20 U.S.C. 1401(a)(19), (a)(20); 1412(2)(B), (4), (6); 1414(a)(5))

Note 1: The legislative history of the transition services provisions of the Act suggests that the statement of needed transition services referred to in paragraph (b) of this section should include a commitment by any participating agency to meet any financial responsibility it may have in the provision of transition services. See House Report No. 101-544, p. 11 (1990).

Note 2: With respect to the provisions of paragraph (b) of this section, it is generally expected that the statement of needed transition services will include the areas listed in § 300.18(2)(i) through (b)(2)(iii). If the IEP team determines that services are not needed in one of those areas, the public agency must implement the requirements in paragraph (b)(2) of this section. Since it is a part of the IEP, the IEP team must reconsider its determination at least annually.

Note 3: Section 602(a)(20) of the Act provides that IEPs must include a statement of needed transition services for students beginning no later than age 16, but permits transition services to students below age 16 (i.e. " ... and, when determined appropriate for the individual, beginning at age 14 or younger."). Although the statute does not mandate transition services for all students beginning at age 14 or younger, the provision of these services could have a significantly positive effect on the employment and independent living outcomes for many of these students in the future, especially for students who are likely to drop out before age 16. With respect to the provision of transition services to students below age 16, the Report of the House Committee on Education and Labor on Public Law 101-476 includes the following statement:

Although this language leaves the final determination of when to initiate transition services for students under age 16 to the IEP process, it nevertheless makes clear that Congress expects consideration to be given to the need for transition services for some students by age 14 or younger. The Committee encourages that approach because of their concern that age 16 may be too late for many students, particularly those at risk of dropping out of school and those with the most severe disabilities. Even for those students who stay in school until age 18, many will need more than two years transitional services. Students with disabilities are now dropping out of school before age 16, feeling that the education system has little to offer them. Initiating services at a younger age will be critical. (House Report No. 101-544, 10 (1990).)

§ 300.347 Agency responsibilities for transition services.

(a) If a participating agency fails to provide agreed-upon transition services contained in the IEP of a student with a disability, the public agency responsible for the student's education shall, as soon as possible, initiate a meeting for the purpose of identifying alternative strategies to meet the transition objectives and, if necessary, revising the student's IEP.

(b) Nothing in this part relieves any participating agency, including a State vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.

(Authority: 20 U.S.C. 1401(a)(18), (a)(19), (a)(20); 1412(2)(B))

Rehabilitation Act of 1992

The Rehabilitation Act was the most comprehensive civil rights legislation for people with disabilities when it was first passed almost two decades ago.

The Rehabilitation Act is the federal legislation that provides: basic grants to states to assist individuals with disabilities to become gainfully employed; and provides funds for programs in independent living, research training, assistive technology, home assistance, and projects with industry.

The most well-known provision of the Rehabilitation Act is Section 504, which prohibits discrimination in federally funded programs, and provides for the removal of federal funds when a finding of discrimination is made. The new Rehabilitation Act, drafted after strong consumer input, contains many consumer-oriented provisions that were absent in the Rehabilitation Act of 1973.

The new Rehabilitation Act includes the following provisions:

- expanded, streamlined eligibility standards
- streamlined transition procedures from high school to rehabilitation programs
- increased opportunities and expanded eligibility standards in supported employment programs
- expanded assistive technology services
- expanded personal assistance services
- expanded independent living programs
- expanded choice of services by recipients and opportunities to purchase services through publicly funded vouchers
    - training of consumers, parents, and other family members on their rights under the Rehabilitation Act
    - Rehabilitation Consumer Councils in every state, composed of a majority of persons with disabilities—to provide input to state agencies on the delivery of services.

Americans with Disabilities Act Requirements Fact Sheet (P.L. 101-336)

Employment

- Employers may not discriminate against an individual with a disability in hiring or promotion if the person is otherwise qualified for the job.
- Employers can ask about one's ability to perform a job, but cannot inquire if someone has a disability or subject a person to tests that tend to screen out people with disabilities.
- Employers will need to provide "reasonable accommodation" to individuals with disabilities. This includes steps such as job restructuring and modification of equipment.
- Employers do not need to provide accommodations that impose an "undue hardship" on business operations.

Who needs to comply:

- All employers with 25 or more employees must comply, effective July 26, 1992.
- All employers with 15–24 employees must comply, effective July 26, 1994.

Transportation

- New public transit buses ordered after August 26, 1990 must be accessible to individuals with disabilities.
- Transit authorities must provide comparable paratransit or other special transportation services to individuals with disabilities who cannot use fixed route bus services, unless an undue burden would result.
- Existing rail systems must have one accessible car per train by July 26, 1995.
- New rail cars ordered after August 26, 1990 must be accessible.
- New bus and train stations must be accessible.
- Key stations in rapid, light, and commuter rail systems must be made accessible by July 26, 1993, with extensions up to 20 years for commuter rail (30 years for rapid and light rail).
- All existing Amtrak stations must be accessible by July 26, 2010.

Public accommodations

- Private entities such as restaurants, hotels, and retail stores may not discriminate against individuals with disabilities, effective January 26, 1992.
- Auxiliary aids and services must be provided to individuals with vision or hearing impairments or other individuals with disabilities, unless an undue burden would result.
- Physical barriers in existing facilities must be removed, if removal is readily achievable. If not, alternative methods of providing the services must be offered, if they are readily achievable.
- All new construction and alterations of facilities must be accessible.

State and local government

- State and local governments may not discriminate against qualified individuals with disabilities.
- All government facilities, services, and communications must be accessible consistent with the requirements of Section 504 of the Rehabilitation Act of 1973.

Telecommunications

- Companies offering telephone services to the general public must offer telephone relay services to individuals who use telecommunications devices for the deaf (TDDs) or similar devices.

[adapted from: U.S. Department of Justice Fact Sheet*]*

Carl D. Perkins Vocational and Applied Technology Education Act of 1990

The purpose of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 ensures federal assistance for vocational education programs in both secondary and postsecondary settings, until July 1, 1996. The new legislation continues the special populations emphasis of the 1984 law it replaced, including students with disabilities. With the 1990 Perkins Act, funding goes directly to local school programs. Priority must be given to targeting programs and/or sites with high concentrations of special population students. Each local agency receiving funds is required to follow these assurances:

- equal access to a full range of vocational programs
- provision of information no later than beginning of ninth grade
- establishment of appeal procedures for parents, students, teachers, and area residents concerned with decisions affecting their interests
- vocational education programs provided to students with disabilities in the least restrictive environment
- coordination among appropriate representatives from vocational education, special education, and vocational rehabilitation; progress toward vocational goals and objectives will be monitored through the IEP for students with disabilities
- assistance for students of special populations to enter vocational programs and receive transitional services required under IDEA
- assess needs of special populations with respect to successful completion of vocational programs in the most integrated setting possible
- provide supplementary services (curriculum, equipment and classroom modifications, support personnel, and instructional aids and devices)
- provide guidance, counseling, and career development activities by professionally certified counselors and teachers
- provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.

Other Legislation

The **Job Training Partnership Act of 1982** (JTPA), P.L. 97-300 was not specifically created for individuals with disabilities. However, it funds various training programs, education, on-the-job training and referral and counseling services. These services are designed for transition of individuals who are economically disadvantaged into the work force through joint public-private sector initiatives.

The **Developmental Disabilities Assistance and Bill of Rights Act of 1987** (P.L. 100-146) places a high priority on employment and makes it possible for youth with severe disabilities to pursue competitive employment goals. This law also requires states to set up protection and advocacy systems for persons with developmental disabilities (Horne, 1991).

Fair Labor Standards Act (FLSA) and its 1986 amendments (P.L. 99-486) set wage, hour and employment standards that impact most American workers, including young people. This law has a significant impact for school- and community-based vocational training programs for students with special needs. Readers are referred to their local Job Service and to the Department of Labor for specific clarification of this law as it relates to vocational training for students with special needs.

[reprinted from Missouri LINCfact, *University of Missouri-Columbia, June 1991]*

Federal Agencies

For information on IDEA requirements, contact:

Director
Office of Special Education Programs (OSEP)
U.S. Department of Education
Mary E. Switzer Building
330 C Street SW, Room 3086
Washington, DC 20202-2570
202/205-5507

For information about civil rights requirements under Section 504 of the Rehabilitation Act, contact:

your regional Office for Civil Rights (OCR) office. The addresses and telephone numbers of the regional offices are listed below:

Region I
Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Office for Civil Rights, Region I
U.S. Department of Education
J.W. McCormack Post Office and Courthouse
Room 222, 01-0061
Boston, MA 02109-4557
617/223-9662; 617/223-9695 (TDD)

Region II
New Jersey, New York, Puerto Rico, Virgin Islands
Office for Civil Rights, Region II
U.S. Department of Education
26 Federal Plaza
33rd Floor, Room 33-130, 02-1010
New York, NY 10278-0082
212/264-4633; 212/264-9464 (TDD)

Region III
Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia

Office for Civil Rights, Region III
U.S. Department of Education
3535 Market Street, Room 6300, 03-2010
Philadelphia, PA 19104-3326
215/596-6772; 215/596-6794 (TDD)

Region IV
Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

Office for Civil Rights, Region IV
U.S. Department of Education
P.O. Box 2048, 04-3010
Atlanta, GA 30301-2048
404/331-2954; 404/331-7816 (TDD)

Region V
Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin

Office for Civil Rights, Region V
U.S. Department of Education
401 S. State Street, Room 700C, 05-4010
Chicago, IL 60605-1202
312/886-3456; 312/353-2541 (TDD)

Region VI
Arkansas, Louisiana, New Mexico, Oklahoma, Texas

Office for Civil Rights, Region VI
U.S. Department of Education
1200 Main Tower Building, Suite 2260, 06-5010
Dallas, TX 75202-9998
214/767-3959; 214/767-3639 (TDD)

Region VII
Iowa, Kansas, Missouri, Nebraska

Office for Civil Rights, Region VII
U.S. Department of Education
10220 N. Executive Hill Blvd., 8th Floor
Kansas City, MO 64153-1367
816/891-8026; 816/374-6461 (TDD)

Region VIII
Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming

Office for Civil Rights, Region VIII
U.S. Department of Education
Federal Building, Suite 310, 08-7010
1244 Speer Blvd.
Denver, CO 80204-3582
303/844-5695; 303/844-3417 (TDD)

Region IX
Arizona, California, Hawaii, Nevada, Guam, Trust Territory of the Pacific Islands, American Samoa

Office for Civil Rights, Region IX
U.S. Department of Education
Old Federal Building
50 United Nations Plaza, Room 239, 09-8010
San Francisco, CA 94102-4102
415/556-7000; 415/556-6806 (TDD)

Region X
Alaska, Idaho, Oregon, Washington

Office for Civil Rights, Region X
U.S. Department of Education
915 Second Ave., Room 3310, 10-9010
Seattle, WA 98174-1099
206/553-6811; 206/553-4542 (TDD)

For information on requirements under Americans with Disabilities Act (ADA), contact:

U.S. Department of Justice
Office on the ADA, Civil Rights Division
P.O. Box 66118
Washington, DC 20035-6118
202/514-0301; 202/514-0381 (TDD)

What families say about the BUILDING Project ...

"The staff has done a tremendous job."

—Anonymous,
Student survey response

"We couldn't have gotten this far without them."

—Cheryl Suchocki,
Parent

"So far they have provided more help than I was aware that I was entitled to."

—Anonymous,
Parent survey response

"They have a sincere interest in helping and were able to take us by the hand and show us how to be informed advocates and participate in Louis' IEP."

—Elaine McGee,
Parent

"Down-to-earth people, not pretenders."

—Anonymous,
Parent survey response

BUILDING Project

The goals of BUILDING:

- Promote independent living
- Broaden participation in community living
- Enhance the quality of life

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